**Collaboration Continuum Defined**

Adapted from AASL’s 21st Century Standards, David Loertscher and Ken Haycock

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| **None** | **Limited** | **Moderate** | **Intensive** |
| SLMS teaches info lit skills independently of teacher and/or content *(i.e. an elem teacher showing students how to find a book or teaching students web evaluation with no connection to a content area)*  SLMS helps students complete assignments with no advanced planning with the teacher – during class time and/or outside of class time  SLMS suggests resources or project ideas to teachers or teams of teachers  Planning with teachers only to manage the space – book computer time, labs, etc.  Providing age appropriate/skill appropriate books or resources | Displaying books, pulling resources, and/or putting together web pathfinders based on teacher requests  SLMS teaches a lesson or information skill independently of teacher based on a request *(i.e. the teacher is doing a project on persuasion and asks the SLMS to present Opposing Viewpoints and teach students how to cite articles)*  SLMS helps student find resources and answers to questions during class time after teacher has informed SLMS of lesson/topic and SLMS has introduced resources  SLMS and teacher instruct on skills related to project but distinct planning together for the lessons is not done in advance  Planning is cooperative more than collaborative  SLMS gives an inservice to staff on new resources and/or technology  SLMS guides students on a new technology with a request from a teacher (*i.e. teacher has heard of Photostory – SLMS shows students how to use it)* | SLMS and classroom teacher plans lessons/activities together based on a classroom or content need  SLMS and classroom teacher determine objectives together  SLMS and classroom teacher have defined teaching roles in the lesson/activity  SLMS creates activities for students and teaching materials i.e. a graphic organizer  SLMS and classroom teacher deliver instruction  SLMS works with small group of students to help classroom teacher differentiate instruction (see example on pg 70)  In moderate collaboration, teacher has determined the project or product independently  Reading - SLMS introduces and teaches with theme-related literature connecting to a teacher’s unit/lesson and/or designs reading strategies to go along with a lesson | SLMS planning is imbedded in regular team/teacher meetings integrating info and tech skills as well as content needs  SLMS and classroom teacher define roles in instruction, assessment, after-school help, etc. together  SLMS and classroom teacher create student activities together  SLMS and classroom teacher create assessments together – i.e. rubrics, checklists, etc.  Reading - SLMS and classroom teacher determine literature choices and/or reading strategies that can be used by both to teach students  SLMS and classroom teacher assess student learning |

Samples of lessons across the continuum can be found in AASL’s Standards for the 21st Century Learner in Action pgs 68-115 and a template for lesson planning and collaboration is on pg 116.